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ABSTRACT

The 1991-1992 Cooperative Emergency Substance Abuse Prevention Program was the first year of a two-year program in Community School District 3 in New York City. The overall objectives of the program were to provide staff training in the knowledge and skills necessary to carry out substance abuse prevention education, to make available to students comprehensive substance abuse prevention services, and to involve parents and the community in preventative efforts. The evaluation of the program found that the primary means of achieving program goals were through workshops and training programs. The total participants far exceeded program goals: 4,985 students, 1,120 staff members, and 2,212 parents were served. Program content was appropriate to program objectives. All participants attended workshops that provided information on substance abuse and related social, health, and developmental issues. Students were provided with enriched in-class and after-school instruction. In general, workshop activities were highly rated on evaluation forms. However, criterion-based assessment measures that were outlined in the proposal were not utilized. The evaluation resulted in recommendations for improving the second year of the program implementation including: (1) information should be provided on the extent to which the services of community providers are being utilized by students, staff, and parents; (2) pre- and post-criterion referenced tests should be administered; (3) greater emphasis should be placed on the social, political, and economic bases of drug abuse; (4) staff trainees should be observed in order to assess the success of training in applied situations; (5) staff development training attendance sheets should have a space designated for participants' job titles; and (6) District staff should provide technical assistance to school staff so that the information from workshops can be readily applied in concrete situations. Appendices include summaries of program outcomes and participant responses to the workshops. (JE)

ED 381 700

OER Report

EVALUATION OF THE COOPERATIVE EMERGENCY SUBSTANCE ABUSE PREVENTION TRAINING PROGRAM 1991-1992

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EXECUTIVE SUMMARY

PROJECT BACKGROUND

The 1991-92 Cooperative Emergency Substance Abuse Prevention Program was the first year of a two-year program in Community School District 3 funded by the government through its Drug-Free Schools Emergency Grant.

The overall program objectives were to provide staff training in the knowledge and skills necessary to carry out substance abuse prevention education, to make available to students comprehensive substance abuse prevention services, and to involve parents and the community in preventive efforts. One-hundred-and fifty school-based personnel*, 1,350 high-risk kindergarten through sixth grade students, and 450 parents of students enrolled in nine district schools were targeted for the first year of program implementation. The program was to be based on a holistic philosophy integrating the psychological, physiological, and the sociological aspects of substance abuse in prevention education.

Program-sponsored training was to be evaluated through administering pre and post-tests to all participants. In addition, in-class observations were to be conducted to assess the extent to which staff-members were able to translate program training into lessons for students.

PROJECT FINDINGS

The primary means of achieving program goals were through workshops and training programs. There were 26 student workshops and activities in which 4,985 students were involved, 88 staff development events in which 1,120 staff members participated, and three parent involvement programs which collectively provided 55 workshops and activities to 2212 parents. The numbers of staff, parents, and students who received training greatly exceeded the proposed numbers**.

Program content was appropriate to proposal objectives. All participants attended workshops which provided information on substance abuse and related social, health, and developmental issues. Students were provided with enriched in-class and after-school instruction. They were given opportunities to participate in creative and self-esteem building activities and were led in discussions designed to encourage critical thinking about drugs

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* 80 teachers, 30 paraprofessionals, 10 guidance counsellors, 10 administrators, and 20 support staff.

** These numbers do not account for the overlapping that occurred when the same individual participated in more than one activity.

meet these ends and were given information on how to identify and intervene in substance abuse cases. Strategies for improving communication, managing stress, providing emotional support and building self-esteem underlined program activities. Much of the material was age-specific, and culturally sensitive, as specified in the proposal guidelines.

Feedback about the workshops was furnished through evaluation forms. In general, workshop activities were highly rated. Over 50 percent of the participants in staff workshops gave the workshops excellent ratings in all areas. Parent responses were even more positive, with between 60 and 90 percent of responses in the highest rating category for each aspect rated. Parents and staff described the workshops attended to be useful in the knowledge and group support provided, and most stated that they came away better aware of the problems related to substance abuse, and of what they could do to address them. Although most students did not provide thorough responses to workshop evaluation forms, the comments provided conveyed that workshops were appreciated.

Staff participants recommended that future workshops be more structured. They also requested that more time be allocated to strategies for translating the information presented into concrete and useable skills and to further discussing methods of communication with parents and students. Parents asked for more workshops, and reading materials, and suggested that greater efforts should be made to involve more parents, especially fathers in prevention efforts.

After reviewing the data submitted for program evaluation, O.E.R. found that the assessment measures outlined in the proposal were not utilized. Neither were criterion referenced pre and post-tests (for students, staff, and parents) administered nor were classroom observations conducted. The only data submitted to O.E.R. were workshop survey responses and records of program activities. Therefore, these data form the basis for O.E.R.'s evaluation of these program components.

Finally, although a number of community-based organizations were involved in training activities, the district did not provide information on whether the proposed visits to substance abuse prevention sites took place and whether community service projects for students were initiated.

CONCLUSIONS AND RECOMMENDATIONS:

The program objectives were largely met in terms of the concepts addressed and the numbers and kinds of activities held for each participant group. O.E.R. recommended the following changes to enhance the second year of program implementation:

(1) Information should be provided on the extent to which the services of community providers are being utilized by students, staff and parents.

(2) As specified in the proposal, pre and post criterion referenced tests should be administered to evaluate the knowledge that staff, and parents obtained through program participation.

(3) Greater emphasis should be placed on the social, political, and economic bases of drug abuse with the objective of providing an opportunity for students to develop community service projects as called for in the proposal.

(4) As specified in the proposal, staff trainees should be observed in order to assess the success of training in applied situations.

(5) Staff development training attendance sheets should have a space designated for participants' job titles, in order to determine the categories of staff trained.

(6) District staff should provide technical assistance to school staff so that the information from workshops can be readily applied in concrete situations.

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I. INTRODUCTION

This report documents the Office of Educational Research's (O.E.R.'s) evaluation of the first year (1991-92) of the two-year Cooperative Emergency Substance Abuse Prevention Training Program created in response to the emergency situation in Community School District 3 (CSD 3). The program was funded by the government through its Drug-Free Schools and Communities Programs' Emergency Grants. The overall program objective was to reduce substance abuse through providing staff development and pupil services, involving parents and the community in preventive efforts, and through disseminating materials. One hundred and fifty school based personnel*, 1,350 high risk kindergarten through sixth grade students, and 450 parents of target students enrolled in nine district schools were targeted for the first year of program implementation.

OVERVIEW OF DISTRICT

The proposal was developed in response to the acute needs of the community school district feeder neighborhoods. Both the percentage of youth arrested and convicted of substance abuse related crimes and the number of youths referred for alcohol and drug abuse treatment and rehabilitation were strikingly high. According to the proposal, the total number of arrests of youths under 21 for substance abuse related crimes in the two police precincts geographically encompassing the CSD was 1,622 for

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* 80 teachers, 30 paraprofessionals, 10 guidance counsellors, 10 administrators, and 20 support staff.

September, 1990. This was nearly twice the city's average number of arrests per month for youths under 21 (849 per month).

As district provided data indicated, high percentages of the district's youth display the following risk characteristics: academic failure, dropping out of high school *, early sexual activity with increased probabilities of teenage pregnancy and AIDS, mental/emotional disorders, violence and crime. The majority of the students are economically disadvantaged with 51.94 percent living below the federally defined poverty line and almost one third of the students are part of families eligible for Aid for Families with Dependent Children (AFDC).

PROGRAM OBJECTIVES INDICATED IN THE PROPOSAL

The following are the expected overall program outcomes:

1. increased student resistance to substance abuse
2. increased ability of staff to provide substance abuse education; and
3. increased involvement of parents and community-based organizations in substance abuse prevention initiatives.

Staff Development Objectives

Through program participation, staff were to demonstrate increased knowledge and skills associated with:

- an in-depth understanding of the substance abuse field including the pharmacological and psychosocial causes of drug and alcohol abuse;
- culturally sensitive, accurate and age-appropriate knowledge about alcohol and other substances;

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* This district has one of the highest drop out rates in the nation. The official rate, according to NYC Public Schools data was 30.7 percent in 1990.

- infusion of substance abuse prevention education into all curriculum areas;
- the role of tobacco, marijuana, and alcohol as gateway drugs;
- awareness of how social attitudes and values contribute to the alcohol and drug abuse syndrome;
- how to counter the "responsible use" message often promoted in the media;
- building student's self-esteem;
- promoting student success and developing appropriate life skills to resist drugs and alcohol;
- serving as effective role models;
- understanding and addressing the needs of children of alcoholics;
- helping students to say "No" without losing their friends;
- developing meaningful opportunities for parent participation;
- mobilizing community resources in support of substance abuse prevention education;
- enabling students to identify and reduce personal risk factors and to manage stress without the use of drugs; and
- providing instruction in decision-making, and problem-solving skills.

To achieve these ends a number of staff development activities were to be held. The City University of New York in conjunction with program personnel was to design and provide a 15 session staff development training program to (1) provide a basic knowledge of substance abuse; (2) present methods on how to use substance abuse prevention materials in ways that help students develop interpersonal skills and become effective problem solvers

and decision makers; and (3) focus on integrating substance abuse prevention into classroom activities at different age and grade levels. Project personnel were also to provide a variety of training activities* independent of City University, and to give presentations in conjunction with the New York State Education Department, and with the Northeast Regional Center for Drug Abuse Prevention. Staff were expected to attend professional conferences, review literature, and visit community-based substance abuse service providers.

Pupil Services Objectives

During the period from September 1991 through August 1992, 1,350 high risk K through grade 6 students were expected to increase their knowledge of, and resistance to, substance abuse, and to improve their self-esteem. Students were also to demonstrate improved mathematics and reading abilities, and were to participate in project initiated community-service activities. Student services were to be provided by project personnel and City College staff, as well as by the New York State Education department, the Northeast Regional Training Center and by community-based substance abuse prevention service providers.

Parent Services Objectives

Through program participation 450 parents of program students were expected to increase their knowledge of substance

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* These included in-class demonstrations, a teacher training program, focus groups, group dynamics workshops, special off-site activities, consciousness building exercises, and conflict resolution training.

abuse prevention and of how family stress may contribute to it. Program activities were to give parents the opportunity to explore healthy lifestyles and self-esteem building processes for their children. Program activities were to be led by project personnel, the City University of New York's Parent Leadership Program, and The Effective Parenting Information for Children, Inc. The New York State Education Department and the U.S. Northeast Regional Center for Substance Abuse Prevention were also to provide training assistance. In addition, parents were to be encouraged to visit community-based substance abuse prevention providers.

DISTRICT EVALUATION PLAN

Methodology of Evaluation

The purposes of the 1991-92 project evaluation were to assess whether project implementation conforms to project design, and whether activities, materials, and instruments meet participant needs and project objectives.

Evaluating Staff Development

The following evaluation measures were to be used to determine whether staff development objectives were met:

(a) Criterion referenced pre- and post- tests were to be administered and results compared. Success will be measured by a statistically significant increase in knowledge of drug and alcohol abuse prevention concepts, methods, and instructional/support service delivery strategies.

(b) Classroom observations were to be conducted by a qualified observer to test the teacher's ability to provide drug abuse prevention education.

Evaluating Students

District developed criterion referenced pretests and postests were to be administered and results compared to evaluate the changes in students' (a) knowledge of substance abuse, and (b) math and reading skills. Changes in students' self-esteem, and in their involvement in community based activities were also to be assessed.

Evaluating Parents

District developed criterion referenced pretests and postests tests were to be administered and results compared to measure the changes in parents' knowledge of drug and alcohol abuse prevention.

Evaluating Materials Development and Dissemination of Information

By June 1992 project materials were to be evaluated by a jury of three program administrators using a structured checklist. In addition, a log of the materials disseminated for all project activities was to be maintained and then used to produce a replication guide.

II. O.E.R. EVALUATION

O.E.R EVALUATION MATERIALS AND METHODOLOGY

The Office of Educational Research (O.E.R.) of the New York City Public Schools conducted an evaluation of the Cooperative Emergency Substance Abuse Prevention Program's activities over the period July 1991-August 1992 period to assess whether CSD 3 attained its objectives. In identifying the strengths and weaknesses in data collection O.E.R. hopes to enable the district to work toward improved evaluation techniques during the 1992-93 school year.

Evaluation Material

After a review of the submitted data, O.E.R. found that the assessment measures outlined in the proposal were not utilized. Neither were criterion referenced pre and post tests used nor were classroom observations administered. The only data submitted were workshop surveys and records of program activities. Therefore, these data form the basis for O.E.R.'s evaluation.

Finally, while a great deal of material was developed and disseminated, the evaluation procedure as outlined in the proposal was not carried out. However the O.E.R. evaluators have conducted a summative evaluation of the materials, which is included in the findings section of this report.

O.E.R. EVALUATION FINDINGS

Overview

Appendix table 1 compares the planned project services to

those implemented. It delineates the target groups and the actual number of persons served through program activities during the 1991-92 school year. It can be seen from the table that all target groups were adequately served with more than 100 percent of the projected students, staff, and parents participating in program activities.

Staff Development Outcomes

Appendix Table 2 indicates that 1,120 staff persons attended training which far exceeds the estimated 150 from the proposal*. It can be seen from the table that well over 100 percent of the expected number of teachers, and paraprofessionals were trained. However, it was difficult to fully document the categories of staff trained because attendance forms did not have space for participants to indicate their position titles.

Appendix Table 3 describes staff development activities. In total 88 training sessions were actually implemented. A variety of resources -- included community based organizations, hospitals, and universities -- were sought out to develop a thorough training program encompassing all aspects of substance abuse prevention education. As proposed the City University of New York, conducted a number of training activities. In addition to collaborating with other organizations to provide services, project personnel conducted a variety of workshops on conflict-resolution, consciousness building, and group dynamics as

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* Staff who attended more than one workshop were counted more than once.

proposed. The only kinds of projected staff activities that did not take place were presentations in conjunction with the New York State Education Department, and with the U.S. Northeast Regional Center for Substance Abuse Prevention. Additionally, we do not have information on whether staff engaged in self-study and visited community-based substance abuse prevention service providers.

Staff development workshops addressed many of the program objectives. Workshops provided staff with knowledge of the psychological, physiological, and sociological aspects of substance abuse. In addition to workshops on substance abuse, workshops were held on child development, and on specific psychological issues such as Child Abuse and Adolescent Attention Deficit Hyperactivity Disorder, and Post-Traumatic Stress Syndrome. Staff were trained to identify signs of addiction, and family based problems such as child abuse and substance abusing family members. Workshops provided referral information, and to the extent to which possible, staff were trained to address addiction and intervene with substance abusing families. Additionally, strategies for imparting refusal, coping, stress management, and communication skills to parents and students were discussed.

An after-school professional development series* including classes and workshops was designed to assist staff in stimulating

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* Additional funding for these workshops was provided by the Drug-Free Schools and Communities Act Projects, Title II, PCEN and Chapter 1.

student interest in school. Staff development was provided in Communication Arts, Computer Education, Math, Science and Social Science Education, as well as in other subjects. The variety of classes offered was in line with the objective of servicing all kinds of staff. Up-to-date training was given to pupil personnel staff, and workshops on early childhood education were provided to elementary school teachers.

Participant assessments of each of the staff development workshops for which evaluation forms were provided are detailed in appendix tables 4-10*. Sixty four percent of participants in a random sample (N=50) described individual workshops to be above average or excellent in their effectiveness, and seventy percent gave workshops the same rating for their instructional value. In another random sample (N=68) 60 percent of the participants rated workshops excellent and 42 percent found the information presented to be new. Appendix tables 5 and 6 summarize these and other close-ended responses.

Feedback from staff participants indicated that the workshops were well appreciated. Participants especially valued the information presented by the facilitator, the benefits of small group discussion where participants raised specific cases, the provision of resource and referral information, and the chance to meet key personnel. Responses to the question of what participants considered the most helpful aspect of the workshops

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* Evaluation forms did not accompany all of the staff workshops.

included: "Getting to know each other", "A greater awareness of how to be with children", and "Being able to express myself". Some of the comments on how participants thought the workshop had changed them included: "I will be more observant", "I will try to be a better listener" and "I will try harder to reach people and to help others".

The presentations on AIDS, stress management, and the discussions of individual cases were greatly appreciated. The following were suggested future workshop topics: AIDS, family relationships, self esteem building activities, communication techniques, substance abusing parents, and conflict resolution. Participants made the following recommendations to improve workshops:

1. Workshops should be more structured and the speakers should increase their facilitation of group discussion.
2. There should be more discussion of ways workshop information can be applied in concrete situations. Guidance counsellors asked for more in-school non-clinical ways in which the material presented can be made relevant to counselling.
3. More training should be provided on how to communicate with students and parents, and on how to encourage them to express themselves freely.
4. Workshop sessions should be longer with more follow-up workshops and follow through of specific cases that were discussed.

Since no class-room observation data submitted, O.E.R. could not determine whether trainees' skills in providing substance abuse prevention education increased.

Pupil Services Outcomes

According to proposal objectives (outlined in Appendix Table

1) 1,350 students were to be served by the program from 1992-1994. Based on the data received for 1991-92 the pupil service component appears well under way. The 4,985 students served in the first year of program implementation was far greater than intended in the proposal*. Appendix Table 11 summarizes the planned and implemented pupil services for 1991-92.

In keeping with the proposed broad program objectives, workshops were held on the causes and effects of substance abuse, as well as on friendship, decision-making, communication, conflict resolution, and developing healthy lifestyles. To discuss issues that were relevant to students, and to encourage students to think critically, staff facilitated workshop discussions on contemporary political issues that effected student communities.

Student evaluations of workshops are summarized in Appendix Tables 12-15. Unfortunately, most of the students did not respond to questions asked. Whatever feedback was received indicated that students enjoyed the workshops, rating many aspects good or excellent. Students particularly appreciated interactive aspects of the workshops--i.e., opportunities to express themselves, engage in discussion, and problem solve. The only consistently poor rating given was that workshop information was not new.

In addition to workshops, SAPIS provided extensive in-class

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* This number does not eliminate the overlapping that occurred when the same individual participated in more than one activity.

substance abuse prevention training and the extended day program offered enriched instruction in a variety of subjects throughout the school year. More detailed information on this program is available in Appendix Table 16.

The Youth to Youth Tutoring and Mentoring Program was a perfect example of a project activity that brought together different organizations to provide student services. It was cosponsored, developed, and monitored by project staff, two community based organizations -- Goddard Riverside Settlement House and Camp Riffer -- and a high school. Training materials for student mentors were developed at Columbia University's Teachers College and by the Peer Leadership Laboratory of the City University of New York. Through this program students in four elementary schools received tutoring from junior high school students during the school day and/or after-school. Eighty-four middle school tutors worked between February and May 1992 for a total of 2,182 hours*. Junior High School tutors received pre-service orientation training, on-going weekly training, and attended support group sessions.

Workshop topics, extended day activities, and the youth mentoring service provided students with a knowledge of substance abuse, and accomplished the broader goals of promoting psychological health, intellectual stimulation and the building of community consciousness in students. The program met its goals of providing enriched instruction and improving students'

* The number of elementary school tutees was unspecified.

math and reading skills through the extended day and youth tutoring classes. Workshop activities, and panel discussions provided students with the proposed group and self-esteem building activities.

Parent Services Outcomes

Overview. The project consponsored parent workshops with Effective Parenting Information for Children Inc. (EPIC), and with The City University of New York (CUNY). The number of participants in all the programs was 2,212, well in excess of the projected 450 *. Workshops provided parents with knowledge of substance abuse and its related issues, and guided parents on how to communicate with their children, and how to increase their children's self-esteem.

The EPIC workshops. EPIC is an organization which brings together teachers, parents, and other community agencies in an effort to enhance parenting skills and to improve home-school relations. Forty-five parents from 11 C.S.D.3 schools participated in a four-part workshop series, and sixteen parents attended a six-session workshop series.

Workshop topics in the four-part series' workshop titles were: Listening and Responding, Single Parenting, Loving, and Fostering Self-Esteem. Over 80 percent of the participants indicated that the series was very helpful, and that they were more confident parents as a result of workshop participation. A

* This number does not eliminate the overlapping that occurred when the same individual participated in more than one activity.

sample of parent open-ended comments include: "I learned to recognize my child's strengths", "I feel better about myself", and "I am going to learn how to communicate with my kids". When asked what plans they had as a result of workshop participation, 25 percent said that they would convey more love and support to their children, and 22 percent said that they would increase their communication skills. Almost 10 percent of respondents said that their self-esteem had increased as a result of program participation.

Workshop topics in the six-part series were: Self Esteem, Rewards and Punishment, Frustration and Discipline, Conflict Resolution, Sibling Rivalry, and Single Parenting. All parent participants in these series stated that they valued the support they received from other parents and the chance to listen to different ways of parenting and handling problems. Almost 90 percent of parents found positive changes in their children's abilities to communicate, and problem solve as a result of workshop participation. Complete assessments of these workshops are in Appendix Tables 17 through 21.

The CUNY Parent Leadership Program. The CUNY Parent Leadership Program helps parents to become leaders in their districts and schools. Sixteen parents from two of C.S.D. 3's schools have participated in this program since Fall 1990. Eleven of these parents completed forms evaluating the 1991-1992 school year activities. Participants expressed great satisfaction with the workshops with 92 percent rating the

project's impact on their leadership as excellent or good. All parents said that the program taught them a great deal about involving other parents in school and in district activities, making goals and actualizing them, and sticking to a project with problems. Ninety-one percent of participants said that the workshop taught them a substantial amount about working in teams and committees, and 64 percent of participants said that the program had given them useful information about program planning, outreach, recruitment, and organizing groups. Twenty-seven percent of participants said that as a result of program participation they had started to play a more active role in Parent Association Boards, the District, Community Groups, and in the Classroom (through volunteering). Workshops were found particularly instructive in helping participants work in groups and share ideas. Appendix tables 22 through 24 detail parents' evaluation form responses.

In addition to the above two programs, the district sponsored a variety of social, and training activities for parents in nine target schools. A number of recreational activities took place which brought parents and their children together. Classes were held to help parent contribute to their children's academic work. Finally, a number of committees were generated and leadership training imparted to empower and involve parents in the school and in the district. Over 2,000 parents

participated in a total of 49 activities*. Appendix table 25 lists each activity and the parents in attendance.

Program activities met the proposed parent training objectives. Presentations in conjunction with the New York State Education Department, and visitations to community based substance abuse service providers appear to be the only planned activities that did not occur.

Parent recommendations for program improvement. Parent participants made some recommendations to improve program implementation. These included the following:

1. A brief summary should be provided of each year's events to help parents set new goals and more effectively involve new members.

2. More children and parents, especially fathers, should be involved in the program.

3. Parents should receive current reading material on education and child-rearing so they can better follow discussions; and

4. Workshops should be longer, and held more often. Future workshop topics suggested were: AIDS, self-esteem, attitudes, and stress management.

O.E.R. ASSESSMENT OF PROGRAM MATERIAL

An O.E.R. researcher reviewed the project curriculum and a sample of educational materials used in training to determine whether they were age-appropriate and culturally-sensitive as specified in the proposal.

Age Appropriateness Evaluation. Literature used in the staff development and parent training activities fully discussed

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* Participants who attended more than one workshop were counted more than once.

how children of different age groups would respond to the various strategies and issues that were presented. Moreover, materials disseminated to students were geared to specific age groups. For example, a pamphlet for young adolescents discouraged alcohol use by describing its effects in language that would appeal to their age group; i.e.: "alcohol stinks and produces bad breath", and "it kills brain cells and doesn't let you concentrate at parties". Another age-appropriate comic book for elementary school students described drugs to be "bad" in meaningful ways for this group. In these ways much of the literature was well tailored to the specific student population.

Similarly, the Friendship Workshop for students was structured to accommodate age differences. It had specific components for "older" and "younger" students and the work sheets, role plays and topics for discussion varied according to age. Thus, the sample of materials reviewed indicate that the project was effective in meeting its object of providing an age-appropriate substance abuse prevention education.

Cultural Sensitivity Assessment

The program used literature which contained themes and characters designed to encourage students to enjoy reading and to think critically about damaging and pervasive ethnic, racial, and gender stereotypes*. Program sponsored student workshops also used community issues to help students think about substance

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* This literature was endorsed by Project Equal, a New York City Public Schools program which reviews children's literature to determine its racial, cultural, and gender sensitivity.

abuse and its prevention. Specifically, discussions were led on the Rodney King trial, 'Black Pride', and 'Group awareness and Social Change'. Several schools included African-American studies in their after-school program and some student workshops showed videotapes on the histories of different ethnic groups*. Such activities made lasting impressions on the participants as evidenced by students' comments; for example, a student said that as a result of participation in the workshop entitled 'Black Pride', he wanted to become "more active with my culture".

In addition, a lot of multicultural literature was distributed. For example, a bilingual pamphlet geared to Hispanic adolescents featured an anti-drug song by a Hispanic pop group. In an effort to build the self-esteem of Hispanic students it presented a photograph of the U.S. Surgeon General--a Hispanic woman--on the inside front cover.

Staff and parent activities also had multi-cultural themes. The parent involvement program celebrated Black History in the school, sponsored multicultural activities, and held a workshop on the oral storytelling traditions of African culture. Several staff workshops provided information about the history and sociology of non-European peoples.

While some of the program literature emphasized differences

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* As a part of the training for youth mentors, a discussion was held on "Group awareness/social change" with a viewing of a video about Native Americans.

in student backgrounds*, other project materials presented specific values and social behaviors as necessary prerequisites for avoiding substance abuse. For example, the guide used in the workshop on Friendship assumed that there are standardized socially-acceptable behaviors that all students are receptive to. To address this situation, O.E.R. suggests that more cooperative and experiential learning techniques, rather than top-down approaches be used in discussing values, and behaviors.

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* A passage from a pamphlet {"Young Teens: Who They Are and How to Communicate with Them About Alcohol and Other Drugs" (U.S. Dept. of Health and Human Services)} used in this workshop stated that children from economically deprived and socially unstable backgrounds are "not likely to be inspired to avoid AOD [Alcohol and Other Drugs] use by the same messages that reach the more affluent...Even those who intellectually reject AOD use may find it hard to resist the models in the home or the community...Many of the children understand the realities of their situation well and have little faith in their chances for economic or educational achievement in mainstream society."

II. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Overall, program activities provided a comprehensive substance abuse prevention education by addressing substance abuse in the context of its related sociological, psychological and physiological aspects, and by involving all segments of the education community in a preventive effort. The range and depth of program activities demonstrate CSD 3's commitment to focus on nurturing children, to involve families in substance abuse prevention education, and to create opportunities for community-based organizations' program participation. A variety of community resources were drawn up on to provide training and referral services.

The program met its primary task of providing staff, parents, and pupils with knowledge of, and skills in substance abuse prevention education. The actual number of students, staff, and parent participants exceeded the numbers proposed. Program activities met proposal specifications both in terms of concepts addressed and the kinds of activities implemented. Finally, all participant groups' workshops were well attended and appreciated for the knowledge, group support, and practical information that they provided, and for the confidence that they instilled in participants.

The review of project materials suggests that the district should continue to obtain literature that details how to incorporate diversities in student backgrounds, and life

experiences in substance abuse prevention education.

Finally, although a number of community-based organizations were involved in training activities, the district did not provide information on whether the proposed visits to substance abuse prevention sites took place and whether community service projects for students were initiated. Information on this, as well as on the categories of staff trained should be provided for the second year evaluation. O.E.R. also received no information on the extent to which the district is developing a drug prevention curriculum, and each school is developing its own substance abuse prevention action plans. The proposed pre- and post- tests for students, staff and parents, and classroom observations for staff should be conducted in order to determine if there were in fact increases in knowledge gained, and if staff are able to translate staff development training into lessons for students.

RECOMMENDATIONS

I. Based on the above findings, the following recommendations are made to meet project goals and enhance evaluation measures:

- **Greater emphasis should be placed on the social, political, and economic bases of drug abuse with the objective of providing an opportunity for students to develop community service projects as called for in the proposal.**
- **Cooperative and experiential learning techniques, rather than top-down approaches should be used in discussing values, and behaviors.**
- **As proposed, a structured checklist should be developed to evaluate project materials.**

- Information should be provided on the extent to which the services of community providers are being utilized by students, staff and parents.

- As specified in the proposal, pre and post criterion referenced tests should be administered to evaluate the knowledge that staff, and parents obtained through program participation.

- Staff development training attendance sheets should have a space designated for participants' job titles.

- As specified in the proposal staff trainees should be observed in order to assess the success of training in applied situations.

- Project administrators should provide information on whether staff actively works with parents and the community on substance abuse prevention education.

- District staff should provide technical assistance to school staff so that the information from workshops can be readily applied in concrete situations.

- Workshops should expand their emphasis on communication skills to enable staff-members to relate more effectively with parents and students.

- Workshop time should be more effectively managed to better meet participants' needs.

- District staff should be aware of the following topics as being of special interest to staff and parents: AIDS, family relationships, substance-abusing parents, communication techniques, self-esteem building activities, conflict-resolution, and child-abuse.

- School staff-members should be provided with information on resources for helping families.

- Facilitators should stress the importance to students of providing useful feedback.

- The district should provide a rationale for activities that differ with the activities outlined in the proposal.

APPENDIX

Program Outcomes and Participant Responses to Workshops

Appendix Table 1

Program Objectives and Outcomes

Goals	Objectives	Outcomes[a]
No. students provided with comprehensive SAP services	1350	4965[b]
No. of staff members trained	150	1120[c]
No. of community agencies/ service providers mobilized	30	[d]
No. of parents involved in prevention education	450	2212[e]

[a] Participants who attended more than one workshop were counted more than once.

[b] This figure includes instruction received by 3,695 students by district SAPIS, workshop participation by 143 students, 84 student mentors, and 1063 recipients of the extended-day program.

[c] This number includes staff participating in training activities outlined in Table 2.

[d] Information not available.

[e] This figure includes parent participants in the CUNY Parent Leadership program, in the EPIC (Effective Parenting Information for Children) workshops, and in the District Parent Involvement Program.

- More than 100 percent of the targeted number of students, staff, and parents received program services.

Appendix Table 2

Number and Kind of Staff Targeted for Staff Development

Staff Group	Expected Number of Participants	Actual Number of Participants
Administrators	10	*
Teachers	80	246
Guidance Counselors	10	*
Paraprofessionals	30	40
Support staff	20	*
Total	150	1,120

* Data unknown. Most attendance forms did not allow for position title specification.

Appendix Table 3

Staff Development Activities Held

Workshop/Conference	Number in Attendance	Agency
Teacher Orientation for Summer Program	33	CSD 3 Drug Abuse Prevention Staff
SAPIS Training Workshops (10)	6	CSD 3 Drug Abuse Prevention Staff
SAPIS Workshop on "How to Communicate With Parents"	5	Summer Training Institute for SAPIS at John Jay College
Staff workshop on "Risk Taking"	6	Summer Training Institute for Parents at John Jay College
Conference on "Breaking the Cycle: Dependency and Trauma"	*	City University Graduate Center
Workshop on "Adolescent Attention Deficit Hyperactivity Disorder"	102	Adolescent Regional Services
Workshop on "Child Abuse and Maltreatment"	39	SETRC Training Specialist
Workshop on "Child Abuse and Maltreatment - Identification and Reporting"	17	Child Abuse and Neglect Prevention Program
Drug Free Schools Initiative Conference	107	CSD 3 Drug Abuse Prevention Staff

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* No attendance data was submitted for this topic.

Appendix Table 3, continued.

Workshop/Conference	Number in Attendance	Agency
Guidance Counselors & Social Workers staff development meeting	52	Narcotic and Drug Training Institute
Guidance Counselors & Social Workers staff development meeting	15	CSD 3 Drug Abuse Prevention Staff
Guidance Counselor & Social Workers Staff development meeting	22	St. Lukes / Roosevelt Hospital Adolescent Medicine
Seminar on Substance Abuse	*	CSD 3 Drug Abuse Prevention Staff
Grace Church seminar	*	Advocate Resource Center
Workshop on "Stress Management"		Prudential Life Insurance
Workshop on "Refusal Skills"	24	
Workshop on "AIDS and Children in the School System"	20	Narcotic and Drug Research Institute, Local 373

* No attendance data was submitted for this topic.

Appendix Table 3, continued.

Workshop/Conference	Number in Attendance	Agency
Workshop on "Communication Skills"	19	CSD 3 Drug Abuse Prevention Staff
Workshop on "Early Intervention"	8	CSD 3 Drug Abuse Prevention Staff
Workshop on "Indicators of Addiction"	13	CSD 3 Drug Abuse Prevention Staff
Workshop on "Intervention Strategies with Substance Abusing Families"	15	CSD 3 Drug Abuse Prevention Staff
Workshop on "Drug Prevention"	14	CSD 3 Drug Abuse Prevention Staff
Workshop on "Stress Management"	12	CSD 3 Drug Abuse Prevention Staff
Training on "Violence, Drugs, and Society: Helping Children Cope" (Two Day Training Session)	3	City University of New York Substance Abuse Prevention Program for Drug Counselors
Citywide Conference for educators working with special needs and drug-exposed children in grades K-2.	6	Special Education Pilot Project
Workshop on "How to infuse substance abuse prevention in curriculum" (Four training sessions)	22	CSD 3 Drug Abuse Prevention Staff

Appendix Table 3, continued.

Workshop/Conference	Number in Attendance	Agency
SUMMER 1992 TRAINING PROGRAMS:		
Principals and Alternative Schools Conference- session on training options related to substance abuse prevention-	*	CSD-3 Drug Abuse Prevention Staff
Conflict resolution through drama workshop	30	CSD-3 Drug Abuse Prevention Staff, Creative Arts Team
Conflict resolution Program skills and strategies workshop (Five days training)	*	CSD-3 Drug Abuse Prevention Staff
Healthy Choices Workshop (Two days training)	*	CSD-3 Drug Abuse Prevention Staff
Crisis Management Workshop (Three day training)	*	CSD-3 Drug Abuse Prevention Staff
Cornell University Substance Abuse Prevention Program (Two day training)	*	Cornell University
Project Equal Staff training- (Three day training)	12	Project Equal
In-class training for teachers on substance abuse prevention	12	Training conducted by District 3 SAPIS
AFTERSCHOOL PROFESSIONAL DEVELOPMENT:		
Communication Arts Three Field Trips	41	New York Public Library The Great Books Foundation

* No attendance data was submitted for this topic.

Appendix Table 3, continued.

Topic	Number in Attendance	Agency
Computer Education (Two workshops)	17	CSD-3 Drug Abuse Prevention Staff
Early Childhood Education (Two workshops)	30	New York City Physical Education Unit
Mathematics (Two workshops)	19	Dr. Mark Saul, Bronxville Schools Manhattan Math Resource Center
Multilingual education (Two workshops)	47	Consultant, District Staff
Preventing Sexual Abuse	17	Susan Rabin, P.S. 208
Science Education (Two Events)	21	Lincoln Academy; District 3 Staff
Social Studies (Two field trips)	36	The Museum of Natural History The Museum of Folk Art
Visual and Performing Arts (Two field trips)	32	The Museum of Modern Art Wadleigh Arts Middle School

Appendix Table 4

Teacher Assessment of the Orientation for the Summer Program*
Close-Ended Responses

Workshop Qualities	Response Choices			
	Yes	No	Somewhat	No Answer
Workshop fulfilled expectations	17	3	1	3
Leader provided useful information	23	0	1	0
Activities were worthwhile	20	0	4	0
Length of session was adequate	20	2	2	0
Would recommend the workshop	18	4	1	1
Will attend other workshops with the same format	17	5	0	2

* The workshop was attended by twenty-four teachers.

Appendix Table 4 A

Teacher Assessment of the Orientation for the Summer Program[2]
Open Ended Responses[3]

Workshop Qualities	Responses	
	Quality	No.
Most helpful part of the workshop	Stress Management relaxation exercises/ meditation	12
	Group Activity sharing knowledge and support group; getting to know each other	7
	Knowledge obtained	5
	No response/Other	4
Recommended changes	Change in workshop organization more structure and guided mediation; speaker should have more command	7
	No change	9
	Other/Not applicable	8
Suggested future workshop topics	Stress Management	1
	Conflict Resolution	1
	Parent Involvement	1
	Working with children	1
	Self-esteem building	1
	Other/ Not applicable	18

[2] The workshop was attended by twenty four teachers.

[3] Participants could give more than one response.

Appendix Table 5

Staff Assessment of Workshops*, N=50
Close Ended Responses

Qualities of Workshops	Unsatisfactory		Satisfactory		Average		Above Average		Excellent	
	N	%	N	%	N	%	N	%	N	%
Effectiveness	5	10	3	6	10	20	17	34	15	30
Instructional value	4	8	6	12	5	10	13	26	22	44
Content Applicability	5	10	4	8	9	18	12	24	20	40
Practicality	6	12	5	10	7	14	13	26	19	38

* Workshop topics included: Child Abuse, Reporting and Identification, N=19; Surviving Adolescence, N = 9; Post-Traumatic Stress Syndrome, N=4; and Child Abuse and Maltreatment, N=19.

Appendix Table 6

Staff Assessment of Workshops*, N = 68
Close Ended Responses

Qualities of Workshops	Poor		Fair		Good		Excellent		Blank	
	N	%	N	%	N	%	N	%	N	%
Information was relevant	0	0	8	12	13	19	41	60	6	8
Information was new	11	16	14	20	13	19	29	42	1	1
Presentation was clear	0	0	2	3	7	10	54	79	5	7
Facilitator involved participants	0	0	3	4	12	17	49	72	4	5

* Workshop topics included: AIDS and Children in the School System (N=13); Indicators of Addiction (N=11); Communication Skills (N=12); Intervention Strategies with Substance Abusing Families (N=12); Early Intervention Drop-Out Program (N=8); and Stress Management (N=12).

Appendix Table 7

Staff Assessment of Workshops - I[a]

Workshop Qualities	Workshops		
	AIDS and Children [b]	**Stress Management[c]**	**Communication Skills[d]**
Most helpful part of workshop	Information on AIDS N=5 Information on helping families N=2	----	Increased ability to communicate N=6
Workshop outcomes	Greater awareness of how to work with children N=5	-----	Will be a better listener N=6 Will be less judgmental N=6

[a] Participants could give more than one response. Blank responses were not tabulated.

[b] Twenty staff members attended, and thirteen completed evaluations.

[c] Twelve staff members attended this workshop.

[d] Nineteen people attended this workshop and twelve completed evaluations.

Continuation of Table

Workshop Qualities	Workshops		
	AIDS and Children	**Stress Management**	**Communication Skills**
Suggested future workshop topics	Children and Aids N=3 Children and Drugs N=2 Drug using parents N=2	Family roles N=6 Referral sources N=7 Self-esteem building activities N=6 Treatment programs N=7 Drug addiction N=8 AIDS/HIV N=8 Communication N=9 Child Abuse N=6 Conflict Resolution N=9	Expanded version of present workshop N=1 AIDS N=2 Relationships and marriage N=1
Additional comments	Look forward to future workshops N=3	Information is applicable N=12 Enjoyed opportunity to work together N=3 Need assistance in translating workshop material to parents and students N=1	Workshop was exciting N=2

Appendix Table 8

Staff Assessment of Workshops - II[a]

Workshop Qualities	Workshops		
	Indicators of Addiction[b]	**Early Intervention Dropout Prevention Program[c]**	**Intervention Strategies with Substance Abusing Families[d]**
Most helpful part of workshop	Information provided N=2 The games N=2 Everything N=2 Allowing participants to express themselves N=2 Addressing helping parents N=1	Skills in effective communication among staff and between staff and students N=7	Information provided N=3 Sharing/discussing N=3 The video N=3

[a] Participants could give more than one response. Blank responses were not tabulated.

[b] Thirteen people attended this workshop and eleven completed evaluations.

[c] Eight staff members participated and completed evaluations.

[d] Fifteen people attended this workshop and twelve completed evaluations.

Continuation of Table

Workshop Qualities	Workshops		
	Indicators of Addiction	**Early Intervention Dropout Prevention Program**	**Intervention Strategies with Substance Abusing Families**
Aspect liked least	Insufficient time N=2 Not relevant to own population N=1 Insufficient counselling examples N=1	Insufficient Time N=6 Inability of group members to focus N=3 Not enough handouts N=2	It was too long N=5 Bureaucratic paper work N=1 Not enough dynamic discussion N=1
Recommended follow-up activity	More workshops with Q/A sessions with discussion of medical facilities with concrete applications with early intervention strategies N=8 Audiovisual materials for students N=1 Greater exchange with peers N=1	More meetings with facilitator N=1 More resources N=2 More in depth and applicable information/ a second workshop with more time for discussion N=2 Roster of CWA local personnel N=2 On-site follow up N=4	More case studies N=4 More intense training N=1 Discussion of what happens after reporting N=1

Appendix Table 9

Staff Assessment of Workshops - III[a]

Workshop Qualities	Workshops		
	Surviving Adolescence[b]	**Child Abuse: Reporting and Identification[c]**	**Child Abuse and Maltreatment[d]**
Aspect liked most	Clinical perspective N=3	Facilitator & presentation N=5	Information and sharing N=13
	Information and discussion N=4	Information/Handouts N=9	Certification N=1
	Presenter N=3	The Certificate N=1	The video N=1
		Group Activity N=1	

[a] Participants could give more than one response. Blank responses were not tabulated.

[b] Twenty two guidance counsellors and social workers attended this workshop; however, only nine completed evaluations.

[c] Nineteen instructional and non-instructional staff members participated.

[d] Nineteen instructional and non-instructional staff participated and all of them completed evaluations.

Continuation of Table

	Workshops		
Workshop Qualities	**Surviving Adolescence**	**Child Abuse: Reporting and Identification**	**Child Abuse and Maltreatment**
Workshop outcomes	Will try harder to reach people; to convice parents to get help N=2 Will become a better listener N=2 Will work with community projects N=1		Will be more observant N=4 Will attend more workshops N=1
Suggested future **workshop topics**	AIDS N=7 Helping others not do drugs N=2	Communicating with students N=4 Teaching students how to express themselves N=4 Communicating with parents N=2	Parent Involvement N=2 Building confidence N=4
Additional comments	Workshop was enjoyable and informative N=6		Workshop should have been longer N=1 Workshop was interesting and informative N=7

Appendix Table 10

Staff Assessment of Workshop on Conflict Resolution Through Drama*

Items	Response Choices: Strongly Agree N	%	Agree N	%	Somewhat Agree N	%	Disagree N	%	Strongly Disagree N	%
Objectives were clearly defined	20	87	3	13	0	0	0	0	0	0
Objectives were accomplished	19	83	2	8.5	2	8.5	0	0	0	0
Instructor was well organized	23	100	0	0	0	0	0	0	0	0
Understanding of conflict resolution has changed	15	66	8	34	0	0	0	0	0	0
Issues addressed workshop were relevant to me	18	79	1	4	4	17	0	0	0	0

* 30 staff participated including 18 elementary school teachers, 4 junior high school teachers, 1 social worker, 2 guidance counselors, and 3 SAPIS workers. 23 participants filled-out evaluation forms.

Appendix Table 11

Summary of Planned and Implemented Pupil Services

Planned Services	Implemented Services
Instruction in aspects of substance abuse through activities that include: in-class presentations, group meetings, and panel discussions.	Ten workshops were held on proposed topics; in-class instruction was provided by SAPIS; materials were distributed.
Youth Tutoring	Through the Youth to Youth Mentoring program junior high school students tutored elementary school students.
Enriched instruction	A series of seventeen different kinds of activities for elementary school students were provided as part of the extended school day program.
Activities provided by community agencies	*
A broad variety of community-based activities including working with senior citizens, neighborhood projects, enviornmental programs. and internships.	*

* Information is not available/or an activity did not take place.

Appendix Table 11 (continued)

Summary of Planned and Implemented Pupil Services

Planned Services	Implemented Services
Structured visits to community-based substance abuse prevention service providers, and to educational and cultural institutions	[a]
Activities provided by parents	As a part of the Parent Involvement Program, there were several activities which involved parents and students.
Group and individual activities designed to enhance student self-esteem	Ten student workshops, the mentoring program, and extended day activities were held.

[a] Information is not available/or an activity did not take place.

[b] These parent-provided activities involved parents participating in school projects that would enrich the lives of their children, and enable parents to spend quality time with their children. Refer to the appendix tables on parent activities for a description.

Appendix Table 12

Students' Assessment of *Friendship Workshop*

	Yes N	Yes %	No N	No %	No Answer N	No Answer %
Did you enjoy the workshop on friendship?	15	100	0	0	0	0
Was this information helpful?	14	93.4	0	0	1	6.6
Will this information help you become a better friend?	11	73.5	2	13.3	2	13.3
Will it help you choose a better friend?	13	86.7	2	13.3	0	0
Will you think about whom to trust?	10	66.7	5	33.3	0	0
Will you ask your teacher/counselor for help when you are worried about trust or friendship problems?	9	60	6	40	0	0
Would you like' workshop about:						
AIDS?	10	66.7	2	13.3	3	20
Drugs?	13	86.7	2	13.3	0	0
Child Abuse?	11	73.5	3	20	1	6.5

' Sixteen fifth and sixth graders from P.S. 165 attended this workshop, and 15 completed evaluation forms. The objective of the workshop was to provide students with guidelines for relating to peers through learning appropriate language skills.

- In general, students enjoyed the workshop and 100 percent found the workshop useful.

Appendix Table 13

Students' Assessment of The Workshop on Black Pride[a]

Questions	Answers
What did you like best about the workshop?	Getting to know other participants in the group, N = 3
	Discussing my culture, N = 1
What did you like least about the workshop?	Discussions were carried out in a disorderly fashion, N = 2
	Nothing, N = 2
What were the last effects of the workshop?	Knowledge of harmful drugs are, N = 1
	Pride about being Black, N = 3

[a] Twenty-five students attended this workshop; only four participants completed evaluation forms.

Appendix Table 14

Students' Assessment of The Workshop on Drugs[a]

Questions	Answers
What did you like best about this workshop?	The discussion of drugs, N = 1 Everything, N = 1
What are your suggestions to change the workshop?	View a film, N = 1 More discussion, N = 1
What did you learn from the group?	To stay away from drugs, N = 4

[a] Seven people attended the workshop; only a few responded to the workshop.

Appendix Table 15

Student Assessment of Workshops on Conflict Resolution, Steroids, and on The Rodney King Trial

Workshop Topics	Response Choices		
	Yes	Somewhat	Not Really
Conflict Resolution[a]			
Was information useful?	3	2	0
Was information new?	4	1	0
Did you get a clear understanding of the topic?	5	0	0
Were activities fun?	4	1	0
Steroids[b]			
Was information useful?	0	6	1
Was information new?	1	4	2
Did you get a clear understanding of the topic?	5	2	0
Were activities fun?	7	0	0
The Rodney King Trial[c]			
Was information useful?	6	0	0
Was information new?	3	1	2
Did you get a clear understanding of the topic?	5	1	0
Were activities fun?	3	2	1

[a] Thirteen students attended the workshop and five completed evaluation forms.

[b] Nine students attended the workshop, and seven completed evaluation forms.

[c] Six students participated, and completed evaluation forms.

Appendix Table 16

Summary of Extended Day Schedule Activities for Students[a] 1991-1992

Activity	Number of Schools in Program	Mean Number Per School[b]				
		Sessions	Classes	Teachers	Students Registered	Students Attending
Reading	9	3.6	1.5	1.1	43.6	35.3
Math	6	2.6	2.0	1.5	58.5	45
ESL	3	2.0	1.6	1.0	36.0	27
Computer	9	2.3	1.2	1.0	18.5	21.5
African American Studies	2	2.0	1.0	1.0		25
Creative Writing	5	2.0	1.2	1.0	22.5	17
Physical Education sports, dance, gymnastics and cheerleading	14	1.8	3.3	1.9	34.2	30.5
Arts and Crafts	9	2.0	1.5	1.5	19.3	16.8
Newspaper	2	1.5	1.0	1.0	____	____
Chess	6	1.2	1.0	1.0	16	11.0
Science	6	1.2	1.2	1.0	13	12

[a] 22 elementary schools participated in the extended day schedule program.

Appendix Table, continued.

Summary of Extended Day Schedule[a]

1991-92

Activity	Number of Schools in Program	Mean Number Per School[b]				
		Sessions	Classes	Teachers	Students Registered	Students Attending
Language Arts	3	1.2	2.0	1.0	91	58
Music	4	1.2	1.8	____	19	19
Drama	1	1.0	1.0	1.0	_____	_____
Home Economics: Cooking & Sewing	4	1.2	2.0	1.0	____	____
Remediation & Tutoring	2	5.5	2.0	_____	41	34
Other	7	1.7	1.3	1.0	14	13

[a] 22 elementary schools participated in the extended day schedule program.

Appendix Table I7

Parents' Assessment of Weekly EPIC workshops
Close-Ended Responses

Questions	WORKSHOPS*							
	Listening to Children N = 8		Love is a Powerful Vitamin N = 20		Single Parenting N = 6		Fostering Self-Esteem N = 11	
	N	%	N	%	N	%	N	%
Was today's workshop helpful?	8	100	16	80	6	100	8	64
Were the goals of the workshop accomplished?	8	100	19	95	6	100	10	91
Did you enjoy sharing ideas?	8	100	19	95	6	100	10	91
Was the group leader's skill								
average?	4	50	4	20	2	40		
high?	4	50	16	80	3	60	10	91
low?								
Are you leaving the workshop								
the same?	3	37	3	1	2	40		
more confident?	5	62	17	85	3	60	8	71
less confident?								

* If responses do not tally to the total N participating in each workshop, it means that all participants did not respond.

Appendix Table 18

Parents' Assessment of Weekly EPIC Workshops[a]
Open-Ended Responses

Response Categories	Responses N[b]	Responses %
Participant's plans as a Result of Workshops		
Attend more workshops	6	19.0
Improve communicating and listening skills	7	22.0
Convey more love and support to my children	8	25.0
Self-reflect about parenting	2	6.4
Spend more quality time with my children	3	9.7
Increase my own self-esteem	5	16.1
Aspects of Workshops that Parents would Change		
Nothing	13	52.0
Meet More Often/ Workshops should be longer	4	16.0
Children should get involved in workshop	1	4.0
General Comments		
I enjoyed participating in this workshop.	7	41.0
The workshop is needed in all schools.	3	17.0
We should get parents who don't have kids in school to join our workshops.	1	5.9
I learnt to recognize my child's strengths.	1	5.9
I'm going to communicate with my kid	1	5.9
I feel better about myself.	2	11.8

[a] The participants in the evaluation were 45 parents of children in district 3.

[b] Some participants responded more than once and others did not answer at all. The percentages are based only upon the number of responses.

Appendix Table 19*

Parents' Final Assessment of EPIC Workshops

Response Categories	Responses	
	N	%
The Workshops Participants Found Most Helpful		
Self-Esteem	2	8.5
Rewards and Punishments	2	8.5
Frustration and Discipline	1	5.9
Conflict Resolution	1	5.9
Sibling Rivalry	1	5.9
Single Parenting	1	5.9
All	2	11.8
Blanks	7	42.0
Topics Participants would recommend in Future Workshops		
Listening	3	18.6
Attitudes	2	12.4
Blanks	11	69.0
Suggestion for Improving Workshops		
Explain the material more fully	1	6.2
Get more parents especially fathers involved	2	12.4
Follow a text on Education & Child Rearing/ Discuss current books on the topic	1	6.2
Blank	12	75.0
The Benefits Participants Got from other Parents in the Group		
Support from other parents/ listening to other people's problems and different ways of accomplishing things.	6	37.6
Blank	10	62.5

* There were sixteen respondents.

Appendix Table 20*

Parents' Assessment of the Impact of EPIC workshops on Group Interactions

Question	Responses Choices: very satisfied		satisfied		neutral		partly dissatisfied		dissatisfied	
	N	%	N	%	N	%	N	%	N	%
How well do you think the workshops contributed in the following areas ?										
Sharing ideas	9	56.4	7	43.6	0	0	0	0	0	0
Sharing feelings	7	43.7	9	56.3	0	0	0	0	0	0
Sharing suggestions	6	37.6	9	56.3	1	6.1	0	0	0	0
Meeting new people	6	37.6	9	56.3	1	6.1	0	0	0	0
Getting help with a specific problem	7	43.7	5	31.3	4	25.0	0	0	0	0
Overall rating	8	50.0	6	37.6	2	12.4	0	0	0	0

* There were sixteen respondents.

Appendix Table 21

Parents' Assessment of The Impact of EPIC Workshops on Children[a]

Area of Child's Positive Change	Number of Responses
Behavior	1
Attitude	1
Communication	6
Self-esteem	6
Problem-Solving	5
Other	2

[a] Six respondents.

Appendix Table 22

Parents' Assessment of the CUNY Parent Leadership Project*

	Responses									
	poor		below average		average		good		excellent	
Questions	N	%	N	%	N	%	N	%	N	%
The project has been:	0	0	0	0	0	0	3	27	8	73
HOW WOULD YOU RATE:										
the project's impact on your effectiveness as a parent leader	0	0	0	0	0	0	7	8	4	37
the trainer's knowledge	0	0	0	0	1	8	3	27	7	65
the trainer's clarity of presentation	0	0	0	0	1	8	1	8	9	84
the trainer in allowing discussion	0	0	0	0	1	8	3	27	7	65
the trainer on preparation	0	0	0	0	1	8	3	27	7	65
the trainer on allowing for input	0	0	0	0	1	8	3	27	7	65
Overall style	0	0	0	0	2	18	3	27	6	55

* Eleven participants completed evaluations.

Appendix Table 23

Participant's Rating of How Much They've Learned as a Result of Participating in the CUNY Leadership Project[a]

Areas of Learning	Response Choices: A little N	%	Learned some N	%	A good deal N	%
Conducting a meeting	0	0	2	18	9	82
Involving other parents	0	0	0	0	11	100
Planning a project	0	0	3	27	7	64
Doing outreach	0	0	4	36	7	64
Being part of a team	0	0	1	9	10	91
Working cooperatively with teachers and administrators	0	0	2	18	9	82
Public speaking	1	9	2	18	8	71
Organizing a group	0	0	4	36	7	64
Delegating work	0	0	3	27	8	71
Working with a committee	0	0	1	9	10	91
Strategies to improve your school	0	0	1	9	10	91

[a] Eleven participants completed evaluations.

Appendix Table 24

CUNY Parent Leadership Program
Summary of Participant's Work Activity[a]

Increase in work activities in the following areas.	Response Choices: Much More N	%	More N	%	Same N	%	Not Applicable N	%
Parent Assn. Board	3	27	1	9	2	18	5	45
School-based Management	1	9	1	9	3	27	6	55
District-wide activities	3	27	0	0	6	55	2	18
Serving on principal selection team	1	9	2	18	4	36	4	36
Volunteering in classrooms	3	27	2	18	3	27	3	27
Community groups	3	27	2	9	2	18	4	36

[a] Eleven respondents.

Appendix Table 25

Summary of Activities and Attendance for the District's Parent Involvement Program, 1991-92

Activities	Number of Parents Involved*
SOCIAL/RECREATIONAL EVENTS	
Parent-child Dinner Dance	200
Parent Breakfasts	148
Parent Dinners	100
Parents & Children Halloween Party	16
Valentine's Party	11
Trips (for Parents)	72
ACADEMIC ACTIVITIES	
Math Workshops	167
Science Workshop	30
Family French	101
Homework/Test Preparation	39
Workshop on "Learning Activities" that Students Encounter	23
"How to help your child achieve in school" workshop	27
Reading Workshop	56
Test-Taking Skills	9
EMOTIONAL/DISCIPLINE ISSUES	
"Askable Parents" Workshop	7
Discipline Workshop	4
Problem Solving Workshop	6
Self-Esteem Workshop	17
Conflict-Resolution	6
CULTURE and EDUCATION	
Black History Celebration	74
Multicultural Activities workshops	56
Volunteer Training in the Art* of storytelling/oral tradition	25
RECREATIONAL ACTIVITIES FOR PARENTS & CHILDREN	
Crafts Workshops	139
Toybrary Workshops*	12
Discover Workshop*	9

* Over 2,100 parents participated in a total of 49 activities. Participants who participated in more than one activity were counted more than once.

Appendix Table 25 (continued)

Summary of Activities and Attendance for the District's Parent Involvement Program, 1991-92

Activities	Number of Parents Involved
PARENT PARTICIPATION/EMPOWERMENT IN SCHOOLS & COMMUNITY	
Share Program	78
Parent Committee*	13
Talking to a Parent	1
Parent Better School Project*	6
Planning team Leaders*	10
Parent Association Meeting*	84
Planning sessions for future activities (Parents Association)	194
School Wide Projects Planning Meeting*	72
School Volunteer Training*	18
Careers Workshop	11
Special Needs Workshops	23
Retention in Grades	9
Conferences	19
HEALTH & GENERAL WELL-BEING	
Nutrition Committee Meeting	8
Self-Improvement Workshop-	5
Exercise it off	30
AIDS workshop	4
Nutrition Workshops	13
Health Workshops	15
Health Fairs	54
Drug-Abuse Workshops	10
Disability Awareness Workshop	17
Safety in your community presentation/School Security Meeting	52
TOTAL	2100

* Activities provided by parents.